**ELA Unit 1 Task 3**

**K-5 ELA Lesson Plan**

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| **Teacher:**  **N.Leslie** | | **Grade:**  **2nd** | | | **Date(s)**: Day 1  **Thursday**  **September 6, 2012** |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  **Story Map** | | |
| **Essential Question(s):**   * + - * **What does an interview look like? What are the components of an interview?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Anchor Chart/Markers**  **Chart Paper**  **Recorded Video YOU conducting an interview (IPAD)**  [**http://www.scholastic.com/browse/video.jsp?pID=1648673895**](http://www.scholastic.com/browse/video.jsp?pID=1648673895)  **&bcpid=1648673895&bclid=1123628604001&bctid=**  **1124453210001** | | | | **Interview**  **Audience**  **Question**  **Biography** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * ***Modeled*** * Shared * Guided Practice * Independent | **Reading**  **Standards: Standards:**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **I Can Statement(s): I can explain what a interview looks and sounds like.**  **Instructional Plan:**  *Warm-Up-Watch the video on the link above. It’s a video of some students interviewing President Obama.*  Tell students what they watched was a interview that was conducted. Inform students that for the next several days they are going to learn how to prepare for an interview as well as conduct an interview.  Tell students that today they will watch YOU MODEL how an interview is done.  (Either Pre-Recorded OR Invite somebody in)  Questions should reflect three areas: Background, Challenges, How they Overcame Challenges.  After students watch your interview, go over the protocol. (How to prepare, questions you want to ask, how do you speak, etc…) | | | | |
| **Gradual Release of Responsibility:**   * ***Modeled*** * ***Shared*** * Guided Practice * Independent | **Writing**  **Standards: W.2.8. Recall information from experiences or gather information from provided sources to answer a question.**  **I Can Statement(s): I can brainstorm questions to ask during an interview**  **Instructional Plan:**  Inform students that when you conduct an interview the first you thing you do is brainstorm (think) of questions to ask. They will fall under three areas (Background, Challenges, Overcoming Challenges)  Come up with an anchor chart of questions that you could ask someone.  FIRST come up with a question that represents each domain. THEN encourage students to add questions to each category. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * ***Shared*** * Guided Practice * Independent | **Word Study**  **Standards: L2.1 Use sentence-level context as a clue to the meaning of a word or phrase**  I Can Statement(s): I can practice identifying sight words  Sight Word Bingo | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:** **S.L 2.1 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**  **I Can Statement(s): I can listen to what an interview looks and sounds**  **Instructional Plan:**  In reading students will be listening to what an interview looks and sounds like. In writing students will share their questions that | | | | |
| **Closing/Summarizing Strategy** | **Turn and talk to a neighbor: What did you learn about an interview today? What is something that you are still confused about?**  **OR**  **Pick 3 questions that you would ask someone if YOU were to interview them.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| [**www.unitedstreaming.com**](http://www.unitedstreaming.com)  **Interviews** | | **Proud access to materials for additional support:**  **Sight Word List**  **Paper** | | | **Vocabulary cards and T-Chart Anchor Charts** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Students will be assessed on how well they can identify how a character responds to events on the following day. Informally, students will be assessed on how well they can distinguish fact and opinion in Word Study and Writing. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading*

*.* **K-5 ELA Lesson Plan**

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| **Teacher:**  **Carrie Pierce** | | **Grade: 2nd** | | | **Date(s)**: 9/7/12 Day 2 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  **Task 3-Interview** | | |
| **Essential Question(s):**   * How do good writers tell the story of someone else’s life? * How can a good speaker effectively share a story with an audience? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Paper** * **Pencil** * **Interview questions** | | | | **Interview**  **Questions**  **Challenges**  **Audience** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Reading**  **Standards:**  **RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **I Can Statement(s):**  **I can ask who, what, where, when, why, and how questions.**  **Instructional Plan:**  **-Review the interview questions the class came up with yesterday.**  **-Have students choose 10 questions that they want to use to interview their peer. Make sure the questions include what the person’s name is, how old they are, a challenge they had, and how they overcame the challenge.**  **-Write their questions.**  **-Pair each student up with a partner.**  **-Have each student interview their peer. As they are asking questions have them write their partner’s response.**  **-Switch roles.**  **-Share their information with the class** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Writing**  **Standards:**  **W.2.8**. - Recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s):**  **I can interview a peer and write their responses.**  **Instructional Plan:**  **-Review the interview questions the class came up with yesterday.**  **-Have students choose 10 questions that they want to use to interview their peer. Make sure the questions include what the person’s name is, how old they are, a challenge they had, and how they overcame the challenge.**  **-Write their questions.**  **-Pair each student up with a partner.**  **-Have each student interview their peer. As they are asking questions have them write their partner’s response.**  **-Switch roles.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can learn meanings of new words.**   **Instructional Plan:**  **-Introduce the words interview and audience. Have students tell you what they think they mean.**  **-Use the word in a sentence and have students use context clues to tell what the words mean.**  **-Have students add the words to their vocabulary ring.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Speaking & Listening**  **Standards:**  **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  **I Can Statement(s):**  **I can listen to a peer tell about themselves.**  **Instructional Plan:**  **-Review the interview questions the class came up with yesterday.**  **-Have students choose 10 questions that they want to use to interview their peer. Make sure the questions include what the person’s name is, how old they are, a challenge they had, and how they overcame the challenge.**  **-Write their questions.**  **-Pair each student up with a partner.**  **-Have each student interview their peer. As they are asking questions have them write their partner’s response.**  **-Switch roles.**  **-Students will share their interview with the class after everyone is done.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of interview questions and answers.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can write a reflection of the interview process by answering the following questions:   * What did you find challenging about interviewing the community member? * What did you learn from the interview? * What was the most interesting thing you learned from this person? * What did you enjoy about learning how to interview someone?   Students can send a Thank You note to the community member to reflect how the interview assisted them with writing a biography about their life. | | 1. For students who may need to take notes after the interview, record interview and provide teacher and/or peer support for taking notes when listening to the interview. The student engages in strategies noted above while listening to the recorded interview. | | | * The “Interview Checklist” may need to be modified for students with lower language proficiency levels. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

**K-5ELA Lesson Plan**

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| **Teacher:**  **Schlossberg** | | **Grade: 2nd** | | | **Date(s)**: Day 3  9-10-12 (Monday) |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  **Task 3- Interview** | | |
| **Essential Question(s):** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Paper** * **Pencil** * **Interview** * **Interview questions** | | | | * **Audience** * **Biography** * **Interview** * **Challenge** * **Questions** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s): I can read a biography.**  **Instructional Plan:**  **Teacher will put children into small groups and give each group a different biography from** [**www.gardenofpraise.com**](http://www.gardenofpraise.com) **. Students will have time to read the biography, and then after they are done reading, they will share with their group *who, what, when, where, why* and *how.* After they are done sharing, they will watch a video that teaches about biographies on** [**www.brainpopjr.com**](http://www.brainpopjr.com) **.**  **Username: moreheades Password: brainpop** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.8**. Recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s): I can write a biography.**  **Instructional Plan:**  **Teacher will model how to write a biography by using a “mock” interview of someone (maybe another teacher in the building). Teacher will write a biography (on chart paper) for the class to see that will have up to 10 sentences. Students may use this as a model to create their own biography.**  **After teacher is done modeling, students will take out their peer interview and start writing their own biography for their peer.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.2.2.Demonstrate command of the conventions of standard English capitalization, punctuation**, and spelling **when writing**.  **L.2.2.e.**Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **I Can Statement(s):**  **I can sort words according to their short vowel sounds.**  **Instructional Plan:**  **Teacher will introduce the spelling words for the week from the story Iris and Walter. The words for this week are all short vowel words:**  **-drum -chop**  **-rock -sack**  **-list -tag**  **-desk -rib**  **-job -mess**  **-sad -dust**  **\*Challenge Words\***  **-pocket**  **-lettuce**  **-engine**  **Teacher will make a table on the board with each column having a, e, i, o, u. Students will make the same table in their writing notebook and have 5-10 minutes to think of words to put in each column. After the time is up, we will come back together as a class and write the words that students come up with on the larger chart on the board.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media  **I Can Statement(s): I can present a biography to my class.**  **Instructional Plan:**  **Students will present their peer biographies to the class.** | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
|  | | **\*Higher level students: start writing in paragraphs**  **\*Lower level students: copy a pre-made template** | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |